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Elements to be included in the teacher education program must be organized to integrate the instructional (cognitive) and personal-social (affective) aspects of teaching. The college setting must provide explicit behavioral objectives known to the student, learning activities organized around cultural problems relevant to elementary school teaching, the types of affective learning required for successful teaching, and a reward system reflecting the importance of individual counseling and laboratory and clinical experiences. Specific component proposals include (1) general education experiences to acquaint the student with the various fields of study, to build basic verbal and intellectual skills prerequisite to successful functioning at a higher level, and to assist the student in defining his own strengths and weaknesses in the college setting; (2) an interdisciplinary major relevant to the needs of the elementary teacher; (3) content-to-be-taught courses which emphasize the fundamental precepts underlying the content field and its system of organization and operation; (4) professional education to integrate the knowledges, commitments, and various personal characteristics of the teacher into a functional philosophy of classroom teachings; (5) an internship applying the content and procedures to the public school setting. (A nine-item bibliography is included. This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154.) (JS)

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APPENDIX S--BROAD CURRICULAR PLANNING FOR THE COMFIELD MODEL TEACHER EDUCATION PROGRAM

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BROAD CURRICULAR PLANNING FOR THE COMFIELD MODEL TEACHER EDUCATION PROGRAM

Jesse Garrison

Introduction

This represents a first approximation of some of the elements that must be included in the teacher education program if indeed we are to accomplish any of the rather ambitious goals outlined as part of the ComField Project. We are suggesting that a young, essentially adolescent individual emerge after some five or six years of higher education as a mature, self-directed, committed and well informed classroom teacher. While such a goal may be called foolhardy or at least overly optimistic, we can examine some of the practices which lend themselves to the greatest hope of achieving this end.

The reality constraints which are presently existent in public school operation are faced somewhat in the section dealing with the necessity of having specially trained and qualified public school personnel aiding in providing a setting which allows for a greater degree of flexibility, inquiry, and experimentation in the public school setting (see Appendix in Clinical Supervision). We are also facing the issue that says that the behavior of the teachers of teachers must be altered to some extent. We are proposing that specific behavioral objectives be set for the related content courses and also are proposing an extensive system of interviewing and testing designed to furnish feedback to the prospective teacher about his own capabilities and limitations. The assumption is that the preparation of elementary teachers represents a campus-wide concern rather than a concern of a somewhat narrow segment of the campus. Insofar as this assumption is accurate, it seems important to examine the impact of the institutional ecology upon the professional and personal life of prospective elementary teachers. This paper will focus upon the total operation of the college and the suggested alteration of the existent curriculum for the elementary teacher.

While there is no pretense that there is a universal national program of preparation of elementary teachers, it is obvious that most of them are subjected to a quite similar set of learning experiences. The premise of this paper is that these experiences are for the most part of limited value, and in many cases quite

irrelevant to the practice of elementary school teaching. There are a number of reasons for stating this premise. Among them are:

A. The organization of higher education largely centers around the concept of "academic disciplines." While this allows for a specific and organized approach to the cognitive aspects of certain elements in human behavior, it becomes increasingly irrelevant to the perceptional framework requisite to effective teaching in an elementary school classroom.

B. The immense pressure to enter and remain in college has caused a great many students to define this essentially short-range and nonfunctional objective as the basic goal of their educational effort. A corresponding shift in higher education reflected in such things as higher entrance standards and higher G.P.A. requirements for admission and retention in a major has occurred. In effect, then, the "getting of a degree" becomes the object of education for a great many students.

C. The frustrations inherent in attempting to make sense of the entire affective domain has led to an erosion of affective goals and a subsequent enhancing and specifying of cognitive goals as the outcomes of courses of instruction. The dilemma for the elementary major lies in the perception of many current researchers that the most basic qualities of successful teaching are affective as well as cognitive.

D. The reward system in higher education tends to be highly responsive to research, scholarly writing, and teaching at the graduate level. This has led in many cases to a promotion system which takes those instructors seen as most effective out of lower division teaching and the supervision of clinical and laboratory experiences. Indeed, on many campuses the supervision of student teaching is seen as a testing ground whereby one may eventually earn a position on the regular academic staff. I submit that this practice is contrary to the relative importance of the curricular experience to the potential elementary school teacher. In effect, the most critical element in the elementary teacher's program is his student teaching. If so, this is where the greatest talent and insight is needed.

A brief look at the history of curricular planning in the United States demonstrates a shift from a rather rigid concept of moral behavior toward a more functional and behavioral definition of the basic goals and purposes of education. The dilemma is that this shift in focus might be reflective of what is happening generally in public education, but seems to be remarkably unrelated to what is happening in higher education. Much of the effort of the federal government has been to assist in the development of specialized programs designed to alleviate certain cultural difficulties. The difficulty is that these specialized programs have had minimal effect upon the general and liberal aspect of higher education. If general and liberal education is to continue as the major portion of elementary teacher education, it seems imperative that some examination be given to the possibility of increasing the relevance of these studies to the personal and professional life of potential elementary teachers.

In the Herbartian theory of education, which was brought to to the U.S. by the McMurrays in the 1890's, "...The central aim of education was the moral aim of good action or behavior. Guided by the correct ideas and motivated by interest, the educated person would be prepared to discharge his duties in life properly." (ibid.,p. 20)

Dewey redefined moral aims as social aims and "...conceived of life as a process of intelligent adaptation to and control of the environment for personal and social ends..." (ibid., p. 49)

Concerned with a crowded and disjointed curriculum, Bobbitt espoused the adoption by the teaching profession of the industrial emphasis on efficiency. He suggested that "...the highest type of adult life (be set as) the standard for the finished product..." (ibid., p. 81). Drawing the analogy further between educational and industrial planning, he pointed out also that the product was determined by the process which it had undergone. He said that, "Education is now to develop a type of wisdom that can grow only out of participation in the living experiences of men, and never out of mere memorization of verbal statements of facts..." (Bobbitt, 1918, p. i, as quoted in Seguel, 1966, p. 83).

Charters, coming into education from an industrial background, agreed with Bobbitt that education was to provide knowledge useful for living. He suggested that educators look upon knowledge as method rather than content; however, he thus stated that, "...the problem of the schools is theoretically quite simple. The best methods of realizing ideals and performing activities must be collected." (Charters, 1923, p. 79, as quoted by Seguel, 1966, p. 95). This turned the focus toward the use of the methods of

science in curriculum development whereby "Theoretically the teacher, supervisor, and even the child could evaluate the process of the curriculum if the appropriate measurement techniques had been perfected...." (Seguel, p. 99)

This transformation of the goals of education from the relatively static "moral aims to the dynamic concepts of adjustmental methods marked the point of emergence of the full fledged position of curriculum planner and the schools set about in earnest to review and revise their programs of study. But fundamental problems still remained.

The issue was raised in 1926 by Rugg, "...whether the child or society should be the basis around which to select the curriculum...." (Seguel, p. 127) In either event, the formal subject matter content would have to cease to be the center of attention and would be seen as information to be used in the service of the individual's life purposes.

The controversy concerning the individual vs. society also led to a greater consideration of the variable abilities of children and their capacities to create an improved society rather than merely learning to fit into an existing social order.

By 1935, educators were concentrating on the idea that the school's role was to provide controlled experiences and the curriculum planner was faced with the problem of selecting courses of study and activities that could satisfy the diversity of interests and life styles represented by the students.

Casewell added to the dilemma of selection with the warning that, "...the curriculum was more than the experiences which were made available to the child. The curriculum consisted rather of the experience the child actually underwent." (Seguel, 1966, p. 162).

This put greater responsibility upon the teacher and pupil in their actual interactions in the classroom. Learning was beginning to be seen as a much more self-directive endeavor and teaching as a guiding activity.

Modern Curricular Planning

If the concepts outlined above are beginning to have a modern ring, let me remind you that the history of curricular planning on which I have drawn so heavily covers the period from 1890 only up to 1937. Educators have taken some 20-30 years to clarify their objectives in such a way as to provide useful guides to the everyday decision of curriculum planning.

A STEP TOWARD OPERATIONAL DEFINITION

A long step toward operational definition of educational goals has been taken through the two handbooks on the Taxonomy of Education Objectives. Handbook I: Cognitive Domain was first published in 1965 and Handbook II: Affective Domain in 1964. An examination of these two handbooks provides considerable insight into how to attack our problem of specifying the curriculum for the Model Teacher Education Program. It brings us back to the original intent of this paper--to discuss curricular means for integrating the instructional (cognitive) and personal-social (affective) aspects of teaching.

The processes of problem solving and thinking, apart from a particular problem or thought, is familiar to all of us. The recent development of programmed learning and the entire range of independent learning activities grows out of recent work in the analysis of the knowledge relevant to the various academic disciplines. This leads to a direct and independent assimilation of "content" or cognitive material without the distraction of affective forces like interaction with teachers and other learners and also without the reality constraints typical in most real life situations. The power of immediate feedback is dramatically accompanied by an acceleration of learning rate, greater retention of the material learned, and a higher degree of interest on the part of the learner. The efforts of private industry, research agencies, and the federal government devoted to the analysis of the learning phenomenon associated with programmed material and the development of the material for use by students, would strongly suggest that this will be an important part of the elementary teacher's life in the immediate future.

However, the possibility of transferring material learned in this manner to the operation of an elementary school classroom needs close examination. Responding to a question in a study of children where one is protected from all outside interference and assured of immediate reinforcement for his response is quite different from asking how one develops the sensitivity with children, materials, noises, and various distractors; especially when one assumes that reinforcement for the response may be entirely lacking teacher's behavior. In much the same sense, one must question whether view of reality can be made relevant in the teacher's professional life. At least we must examine the mode of instruction and the interrelationship between the various parts of the teacher's educational experience in order to assess the possibility of such transfer.

The continuum chosen for the taxonomy of affective behaviors is termed internalization. The term used in the ComField Project to refer to the affective inference of learning is "personalization."

In both cases it is the process whereby the individual accepts or rejects experience and information according to its degree of congruency with his self concept and according to his perception of its validity and usefulness. The inference of this is that in the long run, an affective state is always present and will monitor the student's learning experiences whether it is attended to specifically or not. The problem for education is that the development of affective behavior, especially in programmed learning, has been allowed to proceed at an unconscious level.

Krathwohl, Bloom and Masia (1964, p. 18) note that serious hesitation in the use of affective measures for grading purposes comes from deep philosophical and cultural values. They state that "...achievement competence, productivity, etc., are regarded as public matters...In contrast, one's beliefs, attitudes, values, and personality characteristics are more likely to be regarded as private matters, except in the most extreme instances...This public-private status of cognitive vs. affective behaviors is deeply rooted in the Judeo-Christian religion and is a value highly cherished in the democratic traditions of the Western world."

Krathwohl, Bloom and Masia (1964, p. 20) note that "...there still persists an implicit belief that if cognitive objectives are developed, there will be a corresponding development of appropriate affective behaviors. Research summarized by Jacob (1957) raises serious questions about the tenability of this assumption. The evidence suggests that affective behaviors develop when appropriate learning experiences are provided for students much the same as cognitive behaviors develop from appropriate learning experiences."

We might go much further and suggest the possibility that the discipline of psychiatry has developed largely out of the need for help in understanding and controlling emotions. The essence of all therapy programs is in assisting the individual to make conscious (objectify) his affective behaviors. The human structure is such that literally we cannot see ourselves unaided. We are deprived of the perspective on our own actions that is afforded by the most highly developed of our senses--sight (and actions to know ourselves). When this feedback from the environment is absent, unclear, or false, our conceptions of ourself are impaired to the same degree.

In Handbook II: Affective Domain, there is a discussion (p. 18) of the distinction between education and indoctrination. It is stated that "...Education helps the individual to explore many aspects of the world and even his own feelings and emotions, but

choice and decision are matters for the individual. Indoctrination, on the other hand...is regarded as an attempt to persuade and coerce the individual to accept a particular viewpoint or belief, to act in a particular manner, and to profess a particular value and way of life. Gradually education has come to mean an almost solely cognitive examination of issues. Indoctrination has come to mean the teaching of affective as well as cognitive behavior..."

The authors suggest "...a reopening of the entire question..to see more clearly the boundaries between education and indoctrination...between cognitive and affective behavior..." (ibid.).

The Comfield Project suggests a different set of definitions. We are suggesting that education involves first of all a knowledge of alternative behaviors, and secondly an awareness of the basis upon which the behavior occurred initially. This assumes the need for a cognitive component which deals with the empirically validated evidence of what leads to what and also an awareness of one's own style, needs, and unique perceptions which, in conjunction with the cognitive information, lead to a piece of behavior. To suggest that a particular piece of teaching behavior should comply with some externally derived empirical criterion is to infer that the individual doing the behaving either does not exist or is not particularly important. This type of affective learning is as dramatically inhibiting as a simple lack of information. If we adopt a premise suggesting the dignity and uniqueness of children in the public school setting, we must, in our behavior toward future teachers, reflect the same value commitment. Certainly this type of interaction demands an emphasis both on cognition and on affect.

Bower, in the Yearbook of A.S.C.D.,page 28, states that "Emotion is energy activated by symbols...."

> "If one were to try to put emotion and intellect together into some useful methaphor, the concept of 'degree of freedom' or enhancing of action alternatives is most useful. Educational and socialization experiences can be regarded as processes intended to increase the functioning possibilities of human behavior. To accomplish this the individual must be able to take in and assimilate information, data, knowledge and other environmental inputs...
>
> "Emotional constrictions and defects limit perceptions and environmental inputs as well as close down avenues for feedback. Where education and feeling are separated and fragmented and there is no bridge between them, intellectual storing may go on with little or no

effect on behavior or personality growth...emotional development rarely takes place without well played emotional and cognitive "matches" between the child and his environment. Emotional support or love, in its pure sense, could not by itself produce the happy, productive child unless such support or love were hinged onto the learning of significant cognitive or developmental tasks."

ACHIEVING COMPETENCE

Bower (ibid., p. 42) states that, "...the aim of educational and social competence lies in being able to play, work and love...." Surely the schools then must provide for all three of these activities. But merely providing the activities cannot be enough, for these activities can be found anywhere. The key to the curricular dilemma lies, I believe, in the observation that significant learning takes place only when one consciously modifies his self as a result of an experience. Competence is achieved only when the modification of self is in accord with reality.

This means, to me, that the student must first be made aware of his self in its three major aspects--affective, psychomotor, and cognitive. He must learn to state realistic goals and to recognize the role of experience in modification. He should be provided with, or directed to, experiences that will challenge the growing edge of the self. And he must be given realistic feedback by conscious attendance to the consequences of his actions--both favorable and unfavorable. By this means the individual will be able to (and the schools must adopt the policy of letting him) make his own decisions about what to internalize.

Krathwohl, Bloom and Masia (1964, p. 165) state in regard to their highest main category of affective behavior (characterization by a value or value complex): "Rarely, if ever, are the sights of educational objectives set to this level of the Affective Taxonomy. Realistically, formal education generally cannot reach this level, at least in our society. In all open and pluralistic societies, such as our own, the maturity and personal integration required at this level are not attained until at least some years after the individual has completed his formal education. Time and experience must interact with affective and cognitive learnings before the individual can answer the crucial questions, 'Who am I?' and 'What do I stand for?' "

The inference of our proposal runs somewhat contrary to the previous paragraph. We are proposing that time and experience must interact with affective and cognitive learning at all stages of life.

We are suggesting further that questions such as "Who am I?" and "What do I stand for?", are not questions designed to be answered in any final sense at any stage of an individual's life. If autonomy has any meaning,it must be integrated into the entire educational program of the student so that he learns at a very early age that he is in part responsible for his behavior, his commitments, his attitudes, and his cognitive learning. If responsibility has meaning and importance in teaching, it has equal meaning and importance in the life of the very young child. What is needed is an educational program devoted to the development of autonomy and responsibility rather than an educational program which assumes that since they do not presently occur, they therefore cannot occur. If the assumptions stated at the outset of this paper are accurate, they clearly imply that our present program is designed to reduce the student's feelings of responsibility for the outcomes of his own educational program. While the observation that we generally do not reach educational objectives at the value level may be accurate at this time, the assumption that it is not possible impresses me as being essentially cynical and short sighted. It is at least an interesting empirical question as to whether this level of objective can be reached in the ComField Model Teacher Education Program.

SOME RECOMMENDATIONS ABOUT THE COLLEGE SETTING

A) The objectives of higher education as well as the objective for specific units of instruction or courses must be made explicit, behavioral, and known to the student. Further, instruction must attend specifically to making explicit to the student the rationale which "justifies" the requirement that the student master that objective or that list of objectives. It is assumed that this will assist in refocusing students' attention upon learning outcomes and reduce the present tendency toward shortening student goals to that of surviving in the college setting.

B) Some learning activities need to be organized around cultural problems which have relevance to the practice of elementary school teaching. This will demand some interdisciplinary offerings which crosscut the present highly specialized academic fields. If we hope for some degree of intrinsic motivation or autonomy on the part of learners, we must face the issue of the potential of learning experiences to lead themselves to the application level. This is not so much an argument that all information should have practical implication, but to say that at least <u>some portion</u> of the elementary school teacher's formal education should be designed to clarify the cultural setting in which the teacher works.

C) Insofar as successful teaching demands certain types of affective learning, we must attend specifically to these. We must further examine the affective inferences of the cognitive information presented to students in the more formal types of learning activities. For example, it is quite simple to talk about the importance of the school providing for the social-economic differences which exist among classes of learners. It is quite different to examine the personal qualities needed by teachers which will allow this to happen in a meaningful way. We can describe in some detail a boisterous, active child whose behavior may be quite in harmony with his own subculture. We can even infer that his behavior should be viewed as being acceptable to one who is cognizant of the child's background. The evidence suggests rather strongly, however, that this information does not suffice if we are serious about assisting potential teachers in accepting and aiding such a child in the classroom. The role demands made on one who is learning about such a child in a college classroom have remarkably low relevance to the role demands when one is in charge of a classroom which contains one or more such children. We must be as specific and as careful in the development of affect as we have been in the development of cognition if we are committed to the development of teachers able and willing to accept and work with such children.

D) If a program as defined by the ComField Project has hope of being implemented and supported in a college, close attention will need to be paid to the reward system operating in the college setting. If the key elements in the program involve individual counseling, interacting with students in laboratory and clinical situations, and the development of subject matters appropriate to illuminating and clarifying the factors present in teaching situations, then the reward system must reflect the importance of this type of effort. The basic premise stated earlier is that the present reward system tends to be dramatically unresponsive to this level of effort. Perhaps some administrative substructure such as a "college within a college" will have to be created in order to bring this about.

Specific Component Proposals

A) General Education. A series of experiences designed to acquaint the student with the various fields of study, to build those basic study,verbal and intellectual skills prerequisite to successful functioning at a higher level, and to assist the student in defining his own strengths and weaknesses in the college setting would constitute the general education program. Although evaluation of performance at this level might be more verbal than at a later stage, it is assumed that the performance criteria to

be mastered will be stated behaviorally enough to be understood by both instructors and students and specific enough to allow for various entering levels and various rates of progress through this part of the college program.

B) Interdisciplinary Major. Probably the single greatest need in elementary teacher education is for a major which is academically respectable, relevant to the problems to be faced by the elementary teacher, and inclusive enough to have high potential for application to real life situations. The proposal here is that this major would be composed of those topics and ideas gleaned from the various academic disciplines which seem to be most relevant to the practice of elementary school teaching. It is proposed further that the basis for selection be that of problem definition in its broadest sense. An example of the kinds of problems which could be defined as the focus of the major would be:

1. Enculturation of the young
2. The basis for human behavior
3. The adaptation problems of people
4. Cultural dissonance
5. Antisocial behavior
6. Major therapeutic movements

By starting with a definition of a rather global problem, one then sees the basis for selecting specific learning experiences. The basic question is that of which discipline is concerned with the problem area defined and which part of the discipline is most specifically relevant to it. How does each discipline define the problem and approach either an analysis of the problem or a solution to it. The overlap between the various disciplines in terms of problem definition, behavioral approaches, philosophical assumptions, and operational techniques becomes quite obvious at this point. Handy and Kurtz in a bulletin entitled A Current Appraisal of the Behavioral Sciences identify this overlap in the following quote:

> "Behavioral scientists accordingly face a dilemma. On the one hand intensive and detailed work on some one aspect of behavior seems necessary with the attendant development of a specialized literature and group of investigators. On the other hand, some fusion and interrelation is expedient to avoid working at cross purposes and to facilitate intercommunication.

"Perhaps the greatest need in this respect is for the recognition that there are common problems; in which kinds of behavior, or levels of organization, are interrelated; and in terms of which hypotheses and explanations may be drawn in conjunction with the many different behavioral sciences. Thus it is the continuous and cooperative research into common problems that may very well be the most adequate organization of inquiry. (For example, the problem of how juvenile delinquency develops and how it may be prevented is a common problem of psychology, psychiatry, education, sociology, political science, and anthropology. The problem of social change and of economic growth and development raise issues that are of common concern to political scientists, economists, sociologists, historians, anthropologists, psychologists, etc.) The problems are many and vast; the challenge is great; and perhaps there is need for a massive, cooperative effort. This does not mean that the separate behavioral sciences must disappear (specializations are still present in the physical and biological sciences). Rather, it means only the parochial literatures and isolated training must disappear. Behavioral scientists should be trained in more than one behavioral science, or at least be well acquainted with the key problems and developments within other behavioral sciences. If, at this stage of scientific inquiry, a comprehensive view of human behavior is too much to expect, the behavioral sciences might well further develop common, though perhaps limited, hypotheses."

Designing the specific content of the interdisciplinary major would require that scholars from various disciplines be brought together in a working committee. The question of which information is relevant, which topics would best be selected, and which procedures should be used in the instruction of the elementary majors would need to be answered by a collection of scholars rather than an individual from any one of the disciplines. Hopefully a design which included either team teaching or some type of cooperative teaching might be developed as well. This would allow the elementary major to experience in his own education one type of curricular organization which appears to have high hope for the improvement of elementary teaching. The hazards as well as the advantages of team teaching would, by this process, be within the experience of the elementary major. The ideas gained may be used in his selection of alternatives when he actually is responsible for designing curricular experiences for children at the elementary level. The extent to which the existing major might be altered and the provisions made to cater directly to the demands of elementary teachers would

actually be put into practice as a function of the implementing institution. If this idea is accepted as accurate, further discussion of the specifics of the interdisciplinary major would appear to be superfluous.

Related Courses

Elementary teachers need to be competent in the "content to be taught." This infers an examination of the fundamental precepts which led to the development of the content field and to its system of organization and operation rather than inferring a great deal of depth at an advanced level in all areas. The latter statement defines an impossibility unless one is willing to spend ten to fifteen years in a program of elementary teacher education. What is needed is a new concept of course design which makes the assumptions and operations explicit and available as a part of the professional equipment of the elementary school teacher.

Professional Education

The professional education component of the elementary teacher education program should have as its major function the integration of the knowledges, commitments, and various personal characteristics of the teacher into a functional philosophy of classroom teaching. This needs to be applied to the laboratory and clinical classroom settings in a manner so that there is an interaction between the optimism and idealism of youth and the realism, limits, and frustrations of real life settings. While assessment at this level might still reflect a great degree of verbal emphasis, one could begin to make certain behavioral objectives specific and could begin to require a certain level of operational competency as an assessment of learners, the assessment of classroom situations, and the skill necessary to design learning experiences, select appropriate materials and make functional evaluations of the outcomes.

Internship

The ComField Project attends elsewhere to the necessity for establishing internship conditions which allow an application of the content and procedures learned in the college classroom to the public school setting. This says, in effect, that we are not limited to equipping young people to continue to follow the practices presently in vogue in public school education, but rather that we are able to alter practices as the assessment of them seems to demand. It suggests further that some of the learning experiences

encountered by the college students in the program will also have to be encountered by the clinical and supervisory personnel in the public school setting. It suggests further that the college personnel who are involved in the major and professional instruction on campus need also to be involved in the laboratory, clinical, and internship experiences. This enhances the transfer of the previously defined academic experiences into the setting and also allows for feedback from the setting or real life condition to the college instructional program. In other words, the setting demands, both cognitive and affective, are made obvious to the college instructor and, in this sense, increase the probability that they will be attended to in some degree before the occurrence of the internship experiences.

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